

Introducing Assessment Literacy Standards: A Foundation to Support the Development of Effective Assessment Systems and Practices in the State of Michigan



**April 12, 2016
State Board of Education**

Assessing 21st Century Skills

- M-STEP Starts This Week!
- <https://www.youtube.com/watch?v=dUQ6NayCNiA>

Assessing 21st Century Skills



Constructing/Responding



Creating/Problem Solving



Demonstrating/Performing



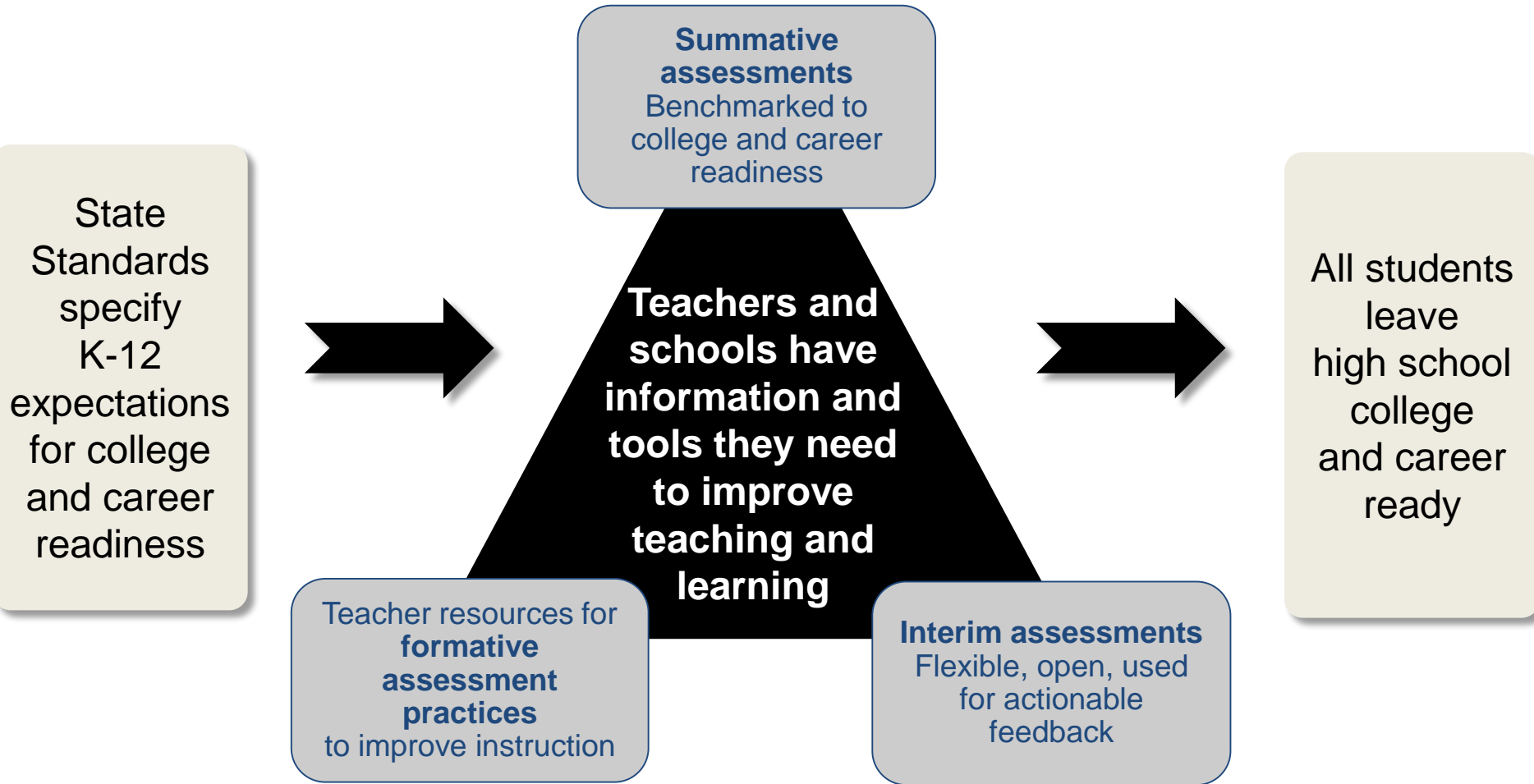
Analyzing/Applying

21st Century Assessment System

EVOLVING...Assessment Paradigm

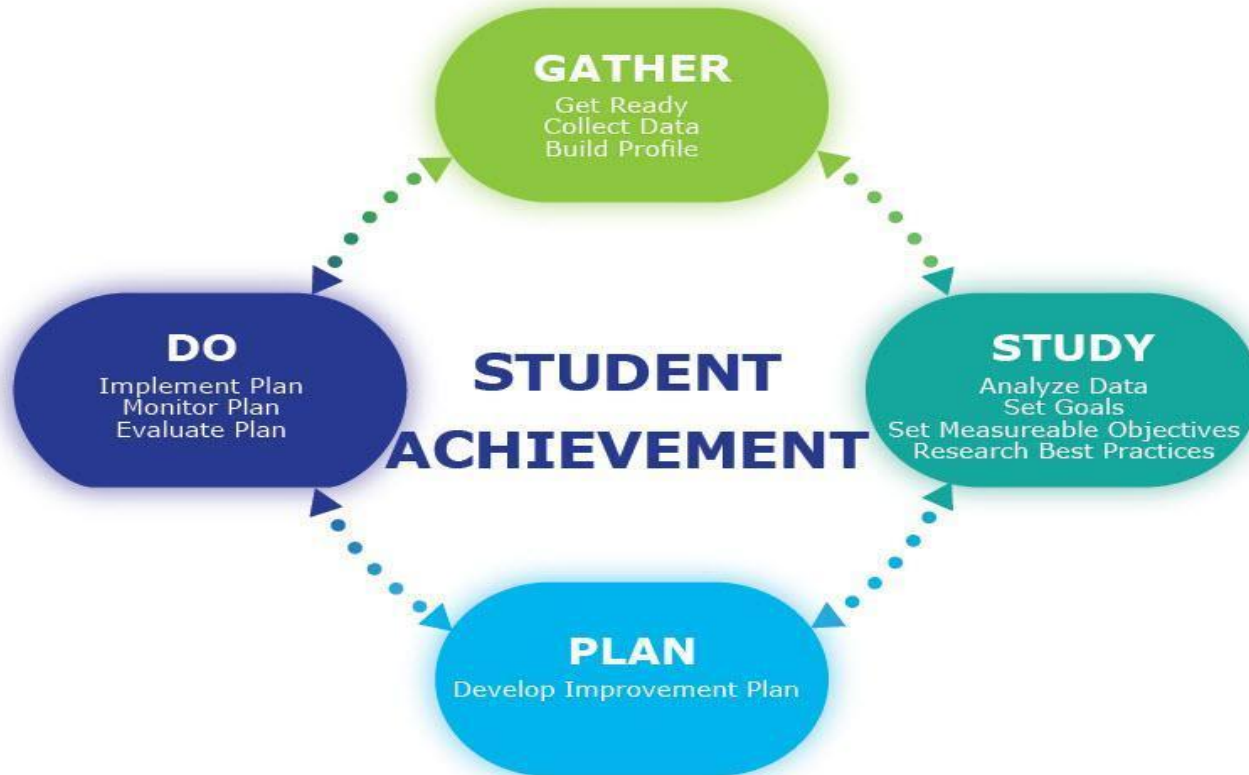
FROM	TO
Summative	Summative & Formative
Solely Accountability	Teaching & Learning Tool
After Learning	During & After Learning
Condensed Results to Produce a “Score”	Detailed Description
Adults “do” the Assessment to Students	Adults & Students are Activity Engaged in Collecting and Providing Feedback
Notoriously Neglected the Facet of Teacher Preparation	Foundation of Effective Teacher Preparation
Notoriously Neglected the Facet of School Leadership	Foundation of Effective Leadership

A Balanced Assessment System



How might Assessment Literacy impact the Continuous Improvement Process?

PROCESS CYCLE FOR SCHOOL IMPROVEMENT



Assessment Literacy Defined

An assessment literate individual is one who understands how student assessment can enable them to better carry out their role in education, believes that assessment can improve teaching and learning, and puts into place activities and behaviors to act on these beliefs

Why is Assessment Literacy Needed?

Assessment literacy is needed for several reasons

- Lack of understanding about assessment by those who adopt policy and laws, and govern our schools
- Lack of understanding by those who teach our students or lead our schools, due to continued lack of pre-service preparation for educators
- Misunderstanding by parents and students about how student assessment can promote high quality student learning
- Increased volume and changes in types of student assessments
- Increased stakes for students, educators, and school

Why is Assessment Literacy Needed?

- Research has shown that students who are more involved in their own learning – and assessment – achieve more
- Effective use of formative assessment practices requires teachers to understand how on-going instructionally-embedded assessment can help all students achieve at higher levels
- Administrator involvement in school improvement activity is also related to higher student achievement



The Michigan Assessment Consortium (MAC) is a non-profit organization of Michigan educators designed to promote greater understanding about and use of assessment in Michigan.

The goal of the MAC is to help educators use assessment to improve their teaching and students' learning.

A variety of MAC resources can be accessed at

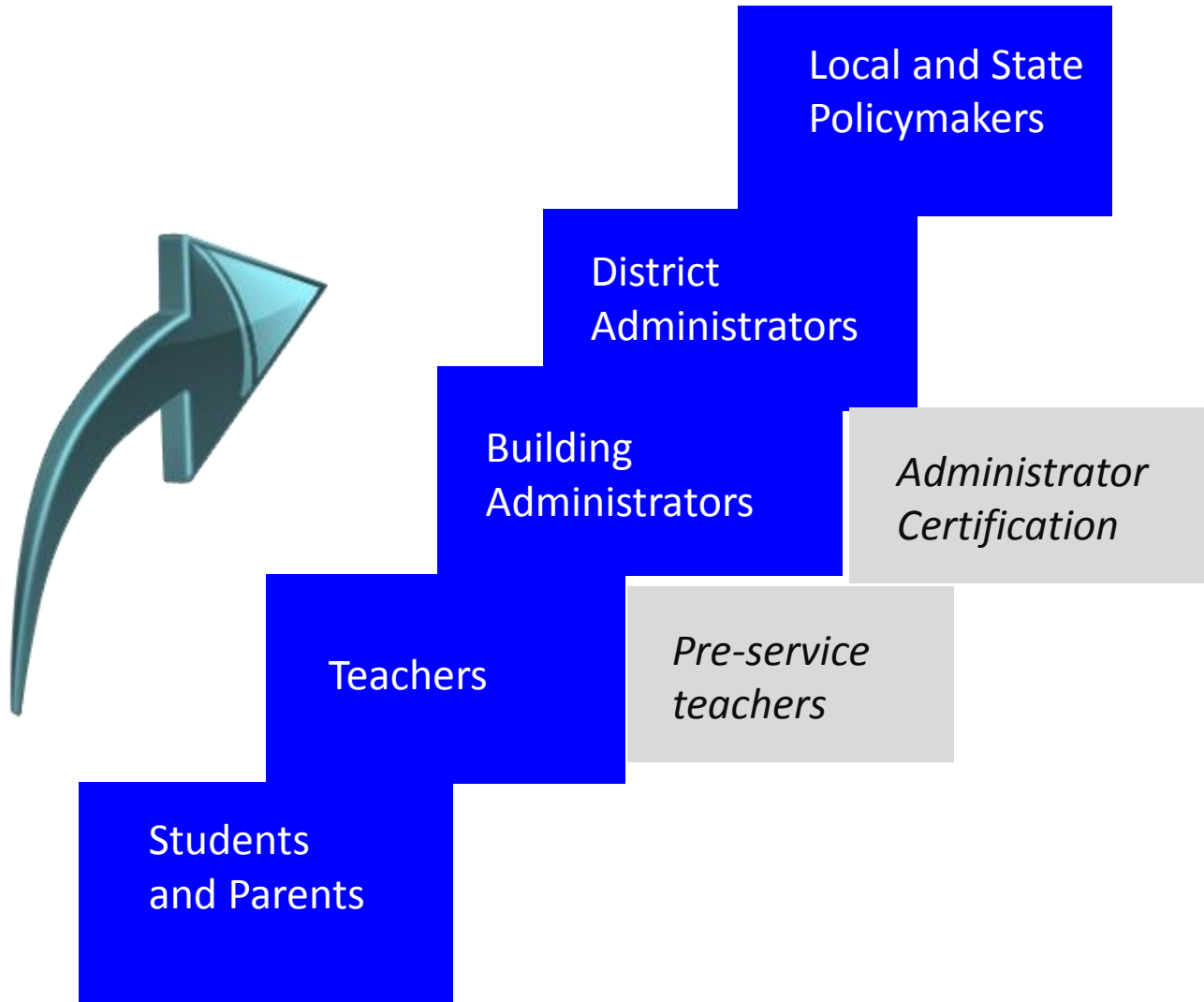
www.michiganassessmentconsortium.org

Who Needs to be Assessment Literate?

Everyone with a stake in education needs to be assessment literate, including:

- Students
- Parents/guardians
- Teachers
- Specialists at the district and building levels
- Building administrators
- Central office administrators
- Policymakers at the local, state, and national levels
- Public

Assessment Literacy Standards



Standards Development

Separate standards were developed for:

- Students
- Parents
- Teachers
- Building administrators
- District administrators
- Local and state policymakers

The MAC Assessment Literacy standards include

- Dispositions (i.e., beliefs)
- Knowledge
- Performance (i.e., skills)

Standards Development Process

Goal—provide a common basis for work in increasing assessment literacy

- The work was begun by the MAC Board
- A review of the literature was conducted
- Other sets of standards were examined
- An initial draft of ALS was created
- Another draft of ALS was produced and reviewed externally by national experts: Susan Brookhart, Carol Commodore, Margaret Heritage, Ken O'Connor, Jim Popham, Rick Stiggins
- An in-state review/survey was used to gather input from MI educators and associations
- The MAC-developed ALS continue to receive national attention.
- They were published in 2015 (v. 5.0)

How does MDE want to use them?

- Internal, cross-office collaboration to develop a strategy to increase knowledge of data and assessments across the state
- Use these standards as a base for further professional development through MDE and with external partners
- Take our state to the next level of becoming a Top Ten state by increasing the use of the information our assessments provide.